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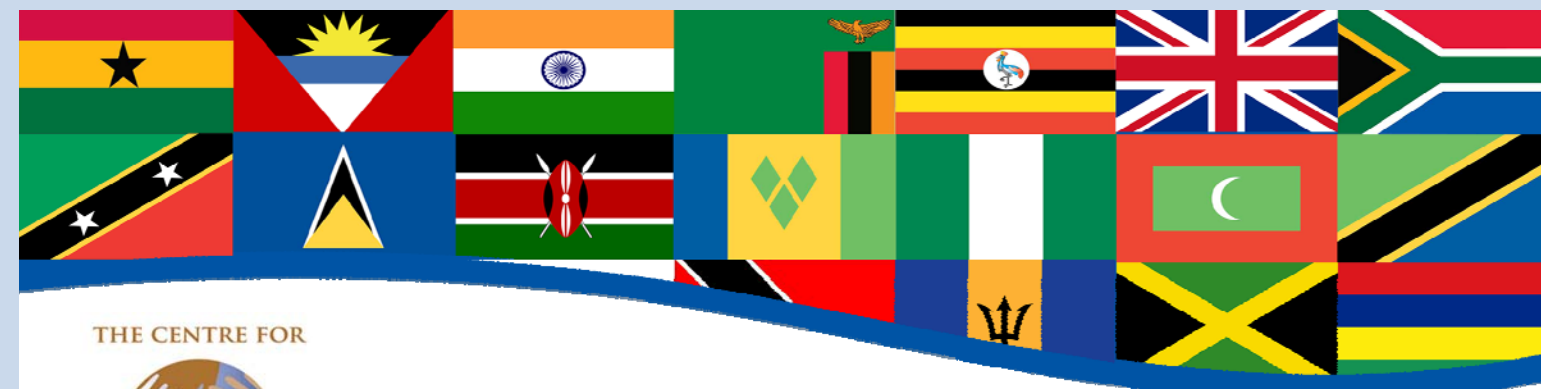
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THE CENTRE FOR



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PROJECT BRIEFING

Pedagogy and Leadership in Tanzania (PAL)

A Whole School Approach

July 2012

The Pedagogy and Leadership Project is a collaborative research initiative in four urban primary schools in Manzese Ward, Kinondoni District, Tanzania. A significant aim of the PAL project is to seek sustainable and cost-effective ways to improve the quality of teaching, learning and leading throughout the schools. Specifically, it focuses on building local capacity and creating collaborative partnerships that will yield long term benefits to a wide variety of key stakeholders.

Introduction

This intervention programme was based initially in a 'typical' urban primary school in a high density, multi-cultural community with high levels of poverty and unemployment in Manzese Ward, Dar es Salaam. The intensive case study research focused on the teaching of English in Standards 1-7 with the aim of improving the quality of teaching, learning and leading throughout the school. In a collaborative partnership with the School of Education, University of Dar es Salaam, the research has expanded to three more primary schools in the ward. In November 2012, there will be a national conference to disseminate the findings from the pedagogy and leadership initiative. The aim is to share the experiences of 'best practice' and 'lessons learned' to a wide audience including the Ministry of Education, non governmental organisations, donors and other key educational stakeholders.

Leadership and Pedagogy background

In Tanzania the pedagogical instruction is primarily teacher centred with very little interaction with pupils. This 'chalk and talk' approach is the norm. However, rather than succumb to this pervasive deficit approach the aim of the research has been to document the current pedagogical realities and to use these as a basis for development and capacity building and to seek pedagogical improvements that could be built on existing foundations rather than impose Western solutions to local challenges.



Key Research Questions

- What are the dominant patterns of teaching English lessons throughout the school from Standards 1-7?
- What are the teachers' reflections, individual and collective, on these dominant teaching patterns?
- What cost-effective and sustainable strategies can be used to inform better practice and to enhance such practices through appropriate and context sensitive leadership strategies?



PAL: Phase 1 (2009-2011) A Single Case Study

In the first phase of the project, both quantitative and qualitative data were collected in Ukombozi School. Qualitative data approaches included:

- observations of the school environment
- an ethnographic survey of the ward
- lesson observation in the classroom
- video taping of teachers' teaching of English in Standards 1-7
- semi-structured interviews with English language teachers
- interviews with the headteacher, the ward education officer and the district education officer
- a meeting with the school committee

In addition, quantitative data were collected in forms of statistics on enrolment by gender and class, examination performance, and the number and qualifications of teachers. All data from Phase 1 were catalogued and analysed using a qualitative research programme - Hyper Research.

Initial Findings

Initial research findings from Phase 1 of the project showed that teachers were receptive to explore new ways and approaches of teaching. Analysis from the video recordings showed a change in teaching from year 1 to year 2 – perhaps, as a result of the professional development workshops. Teachers appeared more confident and relaxed in speaking English and their confidence and competence grew. There was also evidence of improved pedagogical practice and the expansion of using resources such as the use of teaching aids and books to make learning more interactive and enjoyable.

Collaborative Partnerships

A key component of the success of this research initiative has been the establishment of collaborative partnerships at different levels – at the school, ward, district and ministry. From the outset, it was important to gain trust and rapport with the schools, community and the Ministry of Education. Fortunately, the dedicated and established partnerships have grown from strength to strength.

In 2011 a Memorandum of Understanding was signed between the CCE and the School of Education, University of Dar es Salaam. Dr Dachi, the Director of the Centre for Educational Research and Professional Development, assisted CCE with employing two researchers on the ground. This partnership is imperative in maintaining high quality research in the expansion of the project. The addition of local researchers has aided in the collection of quality data and the coordination of activities in all schools. CCE is still playing a significant role in technical assistance and training. A training workshop was held in May/June 2012 in photo voice and hyper-research. Building and strengthening research capacity of our partners is an important contribution of our project. CCE was invited to give a qualitative training session in the School of Education in October.



Professional Development Workshops

Throughout the research a series of professional development workshops were led by specialists in leadership (Professor Sugrue) and literacy (Professor Wyse). Initially, these participatory workshops engaged all teachers and were held to initiate a 'reflective conversation' in which views of pedagogy and approaches to the teaching of English in contemporary urban settings were explored. Although the focus was on the teaching of English, it was important to gather their opinions combined with constructive criticism of positive and negative aspects of teaching. Other workshops followed and built upon existing conversations and explored how to devise and use modest resources including books, charts, story books, magazines and materials in teaching. A significant aspect of this was to explore ways to make resources that could be used innovatively. In addition teachers from all 4 schools were shown various approaches that could be used to enhance their teaching skills by exploring new and innovative approaches to teaching – group and team teaching.

PAL Phase II (2011-2012) Project Expansion and Progress

In the new academic school year starting in January 2012, the expansion of the research and development initiative was implemented in all four schools in the ward: Ukombozi, Manzese, Uzuri and Kilimani. Under the leadership of the Headteacher and the appointment of two professional development leaders (from within the school) a school development plan was implemented to improve the quality of English throughout the school. The aim of the initiatives was to focus on a realistic and viable approach to improve the quality of learning English for the pupils and to improve the quality of teaching for the teachers throughout the school. The following illustrates the various activities chosen by each school:

- **Uzuri Primary School:**
Encouraging the reading of texts and to video some of these lessons. Also, to record children telling stories in Kiswahili and then translating the stories into English. Also giving students books to read at home.
- **Ukombozi Primary School:**
Team teaching, composition, collaborative planning of new lessons, English Language Day
- **Manzese Primary School:**
Finding hard topics in English. Find English experts, people inside and outside the school and to conduct seminars.
- **Kilimani Primary School:**
Video an English lesson in standard 6 and 7. Identify hard topics and teaching techniques from

the videos. Seminar on how to improve the teaching of the hard topic. Evaluate teaching seen after seminar has taken place.

The research is progressing as outlined in each school activity plan. In addition to the school development plan, quantitative and qualitative data are being collected to complement the Phase 1 data; this large body of baseline data will provide a clear understanding of current pedagogical practices and will help us to view any changes after training workshops. Regular monitoring, technical assistance and support are provided by frequent visits and meetings with the schools from Dr Komba and Mr Mgonda. The schools are supportive, pro-active and committed to the project. The PDLs are engaged in the work and they are taking on their roles and responsibilities as anticipated.



Future Developments

It is envisaged that the new Handbook will generate a lot of interest. It is anticipated that further funding will be sought to enable teacher training in using the resource and to scale up the PAL project to include other regions throughout Tanzania.

Publications

The dissemination of our findings has been communicated through book chapters, peer-reviewed articles, journals articles, national and international conference presentations, and our website. For more detailed information go to the PAL website: (Centre for Commonwealth Education) <http://www.educ.cam.ac.uk/centres/cce/initiatives/projects/pedagogy/index.html>

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